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ABSTRACT

This booklet describes the characteristics of 19 Chicago area schools designated as winners in a 1984-85 recognition program entitled "For Character" sponsored by the University of Illinois at Chicago. These public and private elementary and secondary schools were outstanding in developing student character and academic learning. Characteristics of winners include the following: (1) they stressed planning and foresight; (2) they stressed the importance of constructive symbolic and emotional appeals; (3) they used a variety of means to stress academic learning; (4) they stressed maintaining supportive relationships; and (5) they reached out to involve outsiders. Evaluation and identification of excellent schools is a complex task; while extraordinary staff do make a school better, they must follow certain specific patterns if they want to run good schools. This program articulated objective criteria associated with well-run schools and then found schools to meet the criteria. Good schools can be identified without entering the questionable process of personality assessment. A sample self-assessment form used by the program is provided. (LHW)

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Chicago Area
Award Winning Schools
1984–1985

Edward A. Wynne

For Character

Sponsored by The University of Illinois at Chicago

Enhancing Student Character Development and Academic Learning

College of Education
The University of Illinois at Chicago
Box 4348, Chicago, Illinois 60680

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1982-1983 Award Winning Schools

	Elementary	Intermediate	Secondary
Public Suburban	1. Olive (400) (Arlington Heights) 2. Field Crest (510) (Oak Forest)	8. Fairview (250) (Skokie) 9. Nathan Hale (550) (Crestwood)	12. Oak Park-River Forest (3200)
		Spec. Ed.	
Public Chicago	3. Dubois (530) 4. Howe (1300)	10. Durso (105) 11. Northside Learning Center (139)	13. Hirsch (830) (magnet) 14. Kenwood Academy (2150) (magnet)
Chicago Archdiocese	5. Mt. Carmel (170) 6. St. Anselm (270) 7. St. Ethelreda (430)		15. Leo (330) 16. Mt. Assisi (630)

Award Winning Schools 1984-85

This booklet describes the characteristics of nineteen Chicago area schools designated as winners in a 1984-85 recognition program sponsored by the University of Illinois at Chicago. The text may help educators reflect on their own school's activities, and stimulate parents to look more deliberately at their childrens' schools.

This is the second cycle of the recognition program.* The first cycle was conducted during 1982-83. (A booklet describing the winners in the first cycle may be ordered from the University.) Both cycles were conducted to identify schools doing an especially good job in developing student character and academic learning. Each cycle was open to both public and private elementary and secondary schools. The program used a system of weighing in its individual school evaluations. As a result, schools in different environments were assessed by appropriately different criteria. Winning schools in any cycle are precluded from participating in future contest cycles for four calendar years.

Readers will probably recognize that there are other school award programs now in operation throughout America. For instance, there are one or more well publicized programs sponsored by the U.S. Department of Education. To our mind, there are good reasons for a variety of such programs. Let a thousand flowers bloom! One part of such variety should surely include locally based programs. Such programs should be monitored by representative groups of educators and academics accountable to their colleagues, and sensitive to the challenges and opportunities confronting different schools. The For Character program represents the University's effort to develop and maintain such a local effort.

The "for character" element of the program is designed to emphasize the importance many educators, laypersons, and academics attach to student character as a learning outcome, and to cause other educators to reconsider their own priorities. And the progress of the program has demonstrated that, in practice, many schools do make pupil character an important goal. Operationally, we defined the word "character" in a rather traditional fashion: it comprises two components: not hurting others—observing discipline; and going out of one's way to be polite, truthful, and helpful to others. Many of the elements of good character are evidenced through the practice of pro-social conduct—acts of helpfulness.

In each of its two recognition cycles, the program has attracted widespread interest in the Chicago area. It has become an occasion for many schools to engage in serious and constructive self-assessment. In the second cycle, invitation letters were mailed out to about 1900 Chicago area schools. Three hundred schools requested copies of a five page self-assessment form. One hundred schools participated by submitting completed forms to the program.

The assessment form essentially articulates the character-related and academic criteria applied by the program. The form has undergone hundreds of hours of analysis and development over two separate cycles by our advisory board and awards committee. The names and affiliations of these persons are listed on the inside of the front cover. Fifty of the participants were designated as second round contestants, and invited to submit further materials. Thirty-five of these fifty were designated as finalists, and asked to cooperate with site visits. Finally, nineteen of these thirty-five were designated as winners. The names of the winners are listed on page 2; the number before each name will be used later in this text to relate descriptive items to the appropriately numbered school. The number in parentheses after each school reveals its enrollment. The names of the 1982-83 winners are listed on the inside of the front cover.

The winners encompassed an extraordinary variety of schools. Their diversity ranged far beyond the formal categories listed in the table. The student populations in the schools ranged from 50 to 2,100. Some winners had 95% of their students from relatively affluent homes; some winners had all-white student bodies, and some all-black, and many were racially mixed (including Latino students); some emphasized relatively traditional academic programs, while others were innovative in their approaches.

Our assessment did not rely on statistics about pupil performance on objective tests, such as reading scores. Such measures are not irrelevant to school assessment. But comparisons among schools via test scores must be made very judiciously. The differences that appear are just as much related to differences in pupil family background as differences in teaching quality. Theoretically, it is sometimes possible to allow for such family differences, by techniques of statistical weighting. But such weighting can only be applied among limited pools of schools, and is sometimes still problemmatic. In lieu of such a concern for scores, our board and awards committee have identified a variety of procedures which should be associated with any comparatively academically effective school. Incidentally, our ignorance of the test scores for participating schools does not mean that these schools themselves administratively ignored the matter of pupil testing. Many of the selected schools administered objective tests frequently, used test results as important tools for monitoring students and teachers, and reported school and pupil test results to parents.

*The costs of the recognition program were covered by a grant from the Illinois State Board of Education.

1984-1985 Award Winning Schools

	Elementary	Intermediate	Secondary
Public Suburban	1. General Custer (260) (Berwyn) 2. Nob Hill (340) (Country Club Hills) 3. Winkleman (370) (Glenview)	14. Kerr Middle (560) (Blue Island)	15. Glenbrook South (2100) (Glenview) 16. Rich South (1800) (Richton)
Public Chicago	4. Casimir Pulaski (1460) 5. Clissold (590) 6. Farnsworth (400) 7. Hawthorne (530) (magnet school) 8. Marquette (940) 9. Reilly (670)		17. George Henry Corliss (1870)
Private Suburban and Chicago	10. St. Cyril (200) (Chicago) 11. St. Victor (570) (Calumet City) 12. St. Vincent Ferrer (480) (River Forest) 13. Learning Network (50) (Chicago)		18. Academy of Our Lady (840) (Chicago) 19. Immaculate Heart of Mary (825) (Westchester)

The breadth of school participation in the program has been impressive. The second cycle attracted even more participants than the first, and the absolute number of interested and participating schools has been high. Some of the participants and winners have been schools which have already attained nationwide recognition. Other winners—apparently equally excellent—have not previously received widespread acclaim. Undoubtedly, non-participating schools stayed out for a variety of reasons. Still, it is likely that at least some of them felt they were not potential finalists—even considering the weighting process used in our assessment. Furthermore, some non-participating principals have remarked to us that after seeing the self-assessment form, they decided not to participate this year, saying, "We are not yet ready."

THE CRITERIA OF SCHOOL EXCELLENCE

The recognition program has relied on two sources to develop its criteria of school excellence. Firstly, there is a substantial body of education research about the characteristics of schools which produce higher levels of learning than typical schools; this research has been termed "effective school research." A number of concrete operating principles can be derived from this research. Secondly, the program is assisted by an advisory board of well-recognized and representative Chicago area educators, and other thoughtful citizens—and the final decisions about awards are made by an equally distinguished awards committee. Both the advisory board and the awards committee have been actively involved in shaping the program's criteria.

The criteria developed from these sources have been translated into our school assessment form. Somewhat different versions of the forms are applied by differently situated schools, e.g., elementary or secondary, public or private. (Anyone can obtain a copy of the form from the University.) The form has about sixty items in it. It can be completed by informed persons in from one to four hours, depending on the size and complexity of the school involved. Most of the questions ask the school to estimate, in numbers or percentages, the frequency with which various activities occur about the school—and some of the questions invite more simple "Yes-No" answers.

The various estimates and answers provide a good sketch of what pupils, teachers, and administrators do with their time during school hours. In particular, the questions focus on the sorts of activities which should be occurring in a school dedicated to character development and academic learning. The program's position is that, unless such activities occur, a school cannot attain excellence. Furthermore, excellence is a comparative matter—we must excel over something else. Thus, during the awards process, comparisons are made to identify the schools (in appropriate categories) where the highest levels of desirable activities are occurring. As already noted, at the final stages of the process site visits are conducted, partly to verify that the finalist schools are actually carrying out the practices described in their forms.

Some of the particular questions asked on the form may be of interest. The questions can even help educators and parents reconsider the priorities applied in their own local schools. In the area of pupil character, the form focuses on the percentage of students who engage in school sponsored activities in a typical month where they are invited or required to be helpful to others—either to other students, teachers, or community members. The form lists about sixteen particular types of such helping activities, e.g., student-to-student tutoring, fund-raising, team sports, service clubs. Schools which have been rated highly in the program have substantial percentages of students participating (perhaps as much as sixty percent) in such activities. The form also asks about how the school stimulates student excellence in such activities; it is just as important for pupils to strive for excellence in providing help to others as in learning academics. And, again, substantial proportions of pupils in highly rated schools have received in-school recognition or awards for cooperative activities during a school year. Sometimes such recognitions are for individual merit, and sometimes they are provided to groups for overall excellence.

In the area of academics, questions are asked about the amount of homework students receive daily, what proportion of students complete and turn in their homework on time, the systems of recognition of academic merit provided by the schools, and other pertinent criteria. All schools awarded assigned pupils significant amounts of homework (sixth graders receive about an hour or more each night), and their rates of homework completion were about 90%.

The program also paid attention to the quality of management prevailing in the school. A good criteria of such management is the degree to which teachers and administrators are well-informed about school policies and practices, so they can work together to improve the school. Conversely, in poorly run schools, it is notorious that faculty members and administrators are ill-informed. As a result, they frequently apply inconsistent and superficially considered policies. Such inconsistency and superficiality severely handicap pupil learning. To evaluate management policies, the form asks questions about the frequency and length of faculty meetings and other contacts, the frequency of classroom visits by administrators or other teachers, and whether an up-to-date faculty handbook is available. At later stages in the screening process, faculty handbooks, principal's bulletins, and other documents are examined to assess the clarity and comprehensiveness of their contents.

Pupil discipline—or the avoidance of bad conduct—is another important part of character development. And so the form also touches on that matter. Questions are asked about the existence of a pupil discipline code, whether parents sign receipts for it, the system of consequences for misconduct which exists, and the degree of pupil compliance with the code.

Good school/parent relations are also vital. Questions are asked about the frequency of parent/teacher contacts, the amount of faculty time spent in such activities, and whether parents and community members assist the school through providing it with contributions and volunteered services.

Obviously, the site visits to the finalist schools are an important part of the assessment. Site visits are conducted by members of the advisory board, faculty members of the College of Education of the University of Illinois, and specially recruited educators. They physically observe the school, talk to pupils, teachers, administrators, and parents, and visit classrooms, lunchrooms, libraries, washrooms, and elsewhere. Usually visitors serve in two-member teams. They produce written reports which are provided to the awards committee.

In general, the visitors have found that finalist schools have accurately completed their self assessment forms. Still, mistakes and oversights occur. For example, the form asks if the school maintains and posts an academic honor roll. One school answered "Yes." During the visit, the visitor asked to see where the honor roll was posted—since it was not evident on the corridor walls. The principal, evidently sincerely puzzled, remarked that he did not know where it was. However, he did know that honor roll students received notification on their report card. After some discussion, it developed that there was no posted honor roll. The process of private notification of each student was the school's substitute. The principal recognized that the school's form answer was incorrect, and that the current practice (of private recognition) was probably insufficient—especially in view of both the public and private recognition given by the school to athletic excellence. It is likely that, next year, the school will have a publicly posted academic honor roll.

But the more important source of cross-checking is simply talking to students and teachers. These school citizens have slight motives to deceive tactful, discrete questioners, and oftentimes lack the skills to know what should be hidden. And the visitors are typically people who have for many years successfully earned their livings finding out information from teachers and students.

Apropos of comparison, among competing schools, twenty-six Chicago public elementary schools participated in the 1984-85 program. A table of comparative data was printed out on all of these schools and used in the evaluation process. Those data included information about the proportion of pupils in each school entitled to free lunches under

the federal lunch program. The tabulation of free lunch information made it possible to identify "outlier" schools: schools which were doing notably more than others operating under approximately equivalent circumstances. It is even possible that some schools did not realize how well they actually were doing—and some possibly did not know that others were surpassing their achievements. But the program is fortuitously structured so it can provide the awards committee with a wholesome overview.

SCHOOL DESCRIPTIONS

Several principles have been applied in developing the succeeding school descriptions. One principle is stylistic. All persons referred to by pronouns will be referred to as males—as "he" or "him"—unless the context clearly requires a feminine pronoun. Of course, many of the principals of winning schools are females, and pupils and teachers can be either male or female. But using traditional grammatical conventions will help the clarity of our prose.

A key aim of our descriptions is to identify policies and characteristics which, hopefully, can be adopted by others. To encourage such adoption, our descriptions do not separately portray each individual winner. Instead, extracts from information developed on the schools are presented under five different categories: planning and foresight; symbolic and emotional appeals; stress on academic learning; supportive relationships; and involving outsiders. Each extract is identified by a ● before the first word. In many cases, explanatory comments are sandwiched between the extracts. The extracts represent a broad sampling of our information. However, not all schools are proportionately recognized via extracts, since questions of composition and effective presentation in the *Report* affected decisions about what to extract. The five categories listed above are not definitive. Thus, the 1983-84 *Report* used different categories. Again, the information presented will be clear enough for readers to consider a variety of potential—as well as actual—categories.

Despite the dispersion of our information, it is important to recognize that the winning schools were usually effective in a holistic fashion. To paraphrase Tolstoy's famous opening in *Anna Karenina*, while weak schools are each weak in their own particular ways, strong schools, despite their widely different situations, usually possessed a medley of common virtues.

Another pertinent factor is that special programs were usually not central to the goodness of our schools. And, by "programs," we mean separate activities, often maintained by extra funds. The successful schools typically had a diversity of activities, but most of these activities were highly integrated into the school's regular rhythms. For instance, one finalist high school required weekly reports from classroom teachers on the academic performance of students in competitive athletics; and, in all winning schools, close attention was given to generating supportive relationships among faculty. Are activities of this sort "programs"?

The unfortunate truth is that sometimes programs are only crutches: ways of possibly improving some part of a school, while overall school policies are poorly designed and implemented. Our criteria, and the winning schools we have identified, first emphasized "wholesome" goodness; then programs can be desirable additions.

WINNING SCHOOLS STRESSED PLANNING AND FORESIGHT

In schools large numbers of people are brought together for a variety of organized activities. Many of the constructive things which happen in schools are the outcome of planning: in other words, significant cooperation cannot occur in such comparatively complex organizations unless foresight has been applied to facilitate teamwork. This does not mean that spontaneity is undesirable, nor impossible. But even such spontaneity usually must fit between certain boundaries, and planning must be applied to establish such boundaries. And, in well-planned schools, a great variety of imaginative school activities can be carried out.

●The school was troubled by fistfights among its pupils, who came from a disorderly neighborhood environment. The school eventually developed the following written policy, which was communicated to pupils and parents (14):

> Because fighting (defined as the violent touching of another or throwing of objects at another [standard ball playing excepted]) is especially disruptive of the learning environment, its occurrence is handled as follows:
>
> The student must be seen fighting (as defined above) by a faculty or staff member. That adult brings the student to the principal. No questions regarding cause nor explanations are asked. A Conduct Referral notice is mailed home to the student's parents which states that if the offense is repeated the student will be suspended for an appropriate length of time as determined by the principal and the student's teacher.
>
> This procedure has, as its aim, the immediate reduction and elimination of physical violence as a means of resolving difficulties. Students are encouraged to seek help from their teachers in learning to solve problems with their fellow students in constructive ways. Parents are urged to assist their children in this vital learning process. Our school is dedicated to the Christian values of charity and forgiveness; it is not the appropriate learning community for children whose parents encourage fighting as a solution to difficulties.

●The high school recognized that its counselors would usually not have time to carefully provide personal academic and job counseling to the many students in the school. A committee was established and, after extensive meetings and discussion, an elaborate one hundred page booklet and record file was designed. One book (including blank record sheets) is provided for each student on enrollment. The booklets are kept on file by the counseling department, and are freely available for inspection by each

student. Each separate book contains a variety of student records and test scores developed as the student progresses through the school, plus instructions as to how students are to complete certain career-oriented assignments. The booklets lessen the routine elements of the counsellor's work, provide students with more complete information, and allow the regular counselling sessions time to focus on the unique problems and interests of each student.(6)

•The school has a large and vital student council that actively participates in helping shape school policies. To allow for the efficient operation of the council, student schedules are arranged so council members meet together (either as a whole, or in committees) during the first period of each school day.(5)

•Some students in the school needed extra academic help, and other able students were recruited to assist. Eventually, the school organized a tutor-for-pay system, where tutors are paid (by each tutee's parents) fifty cents per half-hour, or two dollars per week. Tutors have to have a weekly passing grade in all subjects to stay qualified as tutors. The program has continued over several years.(19)

Some readers may muse about the wisdom of paying pupils to be of help to others, but we don't assume our nurses and doctors are venal because they want to earn money to support their families. The more important questions about such activities in schools are: Do they motivate large proportions of students to become involved, and are the services being rendered with skill and solicitude? Finally, we can ask whether the students who absolutely can't afford such a service still receive some help. From the overall spirit of this school, we can assume that the answers to such questions are "Yes."

•This elementary school established a teachers' exchange. As educators know, teachers often prepare material for particular classes or lessons which can be used or adapted (by other teachers) for other classes in the school. Unfortunately, it is difficult for individual teachers to know what all their peers are using, or how it may be fitted to their slightly different classes. The principal recruited a committee of teachers, and they eventually designed a relatively elaborate system of (a) collecting, indexing and updating descriptions of the various special lessons, materials and presentation used by teachers in the school, and (b) publishing a bulletin describing such materials, and telling the readers how and where such help and materials could be obtained. In short run, the development of the exchange took considerable planning; in the longer run, it would presumably increase the efficiency of all teachers.(10)

•The elementary school determined to conduct a science fair. It created a planning committee of teachers, and invited a teacher from another school (experienced in participating in such fairs) to address the faculty. The school recognized that developing to a fully effective participation level might take several years, but determined to make a good start. Students at all grade levels were involved in different forms of science activities, and students in higher grades were expected to develop projects for interscholastic level competition. Extensive literature was prepared to inform parents of the activities and suggest the ways they could assist their children. Pupils and parents (in the higher grades) were required to sign contracts, outlining the pupil's proposed project, the necessary timetable, and the resultant responsibilities. Finally, a schedule for the viewing of projects by parent and other interested persons was developed and published. In the first year, several projects completed by the students were shown in the interscholastic fair. An evaluation was made of the overall activity, and plans were made for an improved cycle in the next year. Some indication of the quality of organization is suggested in the following bulletin in a regular newsletter to all parents (15):

Sunday, February 12, 1984
OPEN FAIR VISITATION

Parents and Parish: ALL JUNIOR HIGH SCHOOL STUDENTS *must* be present with their projects in the school lunchroom from 9:00 A.M. until 11:00 A.M. If a project is presented on a team basis, one member may be present from 9:00 to 10:00 and the other 10:00 to 11:00 A.M. Ribbon winners will leave their projects in school after 11:00 A.M. All other projects are to be taken home after 11:00 A.M.

•Good schools recognize the need for encouraging, and requiring faculty members to cooperate in numerous activities. The winning schools typically facilitated such activities by establishing systems of committees, and expecting faculty members to serve. This excerpt from a faculty bulletin prepared by a principal describes the procedure used in one school (8):

September 17, 1984

Every faculty and staff member is assigned to one committee for a two year period. (*Denotes the leader of the committee.) Each committee will meet a minimum of three times per school year or more often as projects demand, exception being the collections committee. Meetings will be held on 10/23, 1/31, 4/30 in the leader's room. Additional meetings will be scheduled, if necessary, by the leader. The principal will meet individually with leaders to explore and establish agenda items.

COMPUTERS IN CLASSROOMS
103, 202, 303*, 203

SCIENCE
306*, 214, 211, 304

WRITING
101*, 204, 206, 302, 212

GEOGRAPHY SKILLS
300*. 208, 102, 108, 301, 104

HUMAN RELATIONS
105*, 109, 201, Carrier, Koloze, P.T.A., Student Council

SCHOOL BEAUTIFICATION/CLEAN, HEALTHY ENVIRONMENT
110*, 205, 301A, Fron, M.O'Gorman, P.T.A., Shirey

SAFETY
Gym*, 301, Reynolds, Daly, Feeley, Shirey

CHARITY COLLECTIONS
1st Floor - 104
2nd Floor - 201
3rd Floor - 301

WINNING SCHOOLS STRESSED THE IMPORTANCE OF CONSTRUCTIVE SYMBOLIC AND EMOTIONAL APPEALS

Schools are composed of groups of people. When such groups coalesce in a wholesome fashion, we call them communities. When the schools are agglomerations of disparate groups, we talk about cliques, destructive peer pressures, loneliness and boredom. One important part of creating a sense of in-school community is for its leaders to appeal to faculty and students to work together for constructive ends in a coordinated fashion. Such appeals must reach a diverse audience: adult teachers and other school employees with varied interests, and students of different ages and from different backgrounds. To be effective, the appeals must have a certain symbolic element. Then, listeners and readers each add their own interpretation to the specific message broadcast. Furthermore, the appeals must be conducted with a degree of imagination and artistry. Many of the winning schools displayed such imagination and artistry.

●The school serves a community comprising many ethnic groups. It publishes a newsletter which frequently is issued to parents. A newsletter issue contained the following item, written by a student. The item describes a presentation developed for an assembly and tells how it was presented and how the assembly presentation was eventually broadcast (via the newsletter) to parents of school students (10):

OUR INTERMEDIATE ASSEMBLY

Room 213 was a part of the intermediate assemble. Each person in our room had to memorize a speech. Our speech had to be about a famous American. Each of us had to walk up to the microphone and say our speech. Some of the people were; George Washington, Hellen Keller, Charles Lindbergh and many other famous Americans. We did a famous American because we wanted to show that all Americans come from many different races, religions, cultures and nationalities.

Michael Wolke ,
Room 213

●Many schools developed slogans and mottos, which characterized the virtues which they hoped to see expressed in the school's activities. The slogans were then appropriately publicized. This is from a principal's letter to parents (3):

The Winkelman staff continues to offer opportunities within individual programs to expand upon the attitudes related to caring, courtesy, respect, and an awareness of self and others. Parents and teachers have identified a need to further develop children's respect for others as well as self. To bring these attitudes into perspective, we will initiate a school-wide program on Tuesday, February 5, 1980.

The theme for our all school program is: "Being Caring and Courteous." Following are activities which relate to this program:

1) An all school assembly will introduce the program.

2) Banners and posters will be displayed around the building reminding everyone of the need for caring and courteous behavior.

3) Personal message forms, called "Winkelgrams" will be available so everyone (parents too) at Winkelman may exchange messages recognizing caring and courteous behavior.

4) Classrooms will prepare posters to show others what being caring and courteous means to them.

5) Two "Citizens of the Month" from each classroom will be recognized.

We would appreciate your support and cooperation in the implementation of this program. Please discuss the purpose of this program and the desired change in attitudes with your child. We hope that the caring and courteous attitude will become pervasive and carry over into all our experiences.

If you have any questions, please feel free to contact us.

Respectfully yours,

●An example of an assigned student exercise, which was published in a school paper for students and parents (16):

The Rabbit and the Frog

The frog was sitting on his lily pad. The rabbit hopped over to see if the frog wanted to play. The frog was nasty. He said, "No, I'm waiting for someone better to play with." The sad little rabbit hopped away. The frog waited all day, but no one came.

Lesson: You should be nice and play with everyone or else you might not have any friends.

●From the portion of a student booklet which recites school rules (18):

Introduction

Rules of discipline have been adopted at I.H.M. to create an atmosphere that is conducive to learning. The manner in which a student conducts herself is a reflection on herself, her parents and her school. An I.H.M. student never acts as an independent, isolated individual, but in every action contributes to the I.H.M. community and to the reputation of the entire student body. Therefore, courteous behavior and respect for the rights and property of others are expected of all students in the classroom, throughout the school, within the vicinity of the school, on public transportation and at all school functions.

●From a faculty bulletin sent out weekly by the principal to teachers (1):

MESSAGE FROM THE PRINCIPAL
"Sending Flowers"

Almost everyone sends flowers to people when they pass from this life. This is TOO LATE! Send flowers NOW!!

You really don't have to send flowers but you could do, or say something nice to someone today. You could say "Thank you" or "you're so kind" or how about "I appreciate you."

The following is from a book by Robert A. Conklin:

A gifted executive, looking back on his career, realized how greatly his life had been influenced as a youth by a certain teacher. He traced her through the school, found that she was retired, and wrote her of his appreciation. He received this reply:

"I can't tell you how much your note meant to me. I am in my eighties, living alone in a small room, cooking my own meals, lonely, and like the last leaf of fall lingering behind. You will be interested to know that I taught school for fifty years and yours is the first note of appreciation I have ever received. It came to me on a blue, cold morning, and it cheered me as nothing has in years."

●From a site visitor's report: "Entering the main hall of the school, it is impressive to read the message: 'Enter To Learn - Go Forth To Serve.'"(17)

●Another site report: "Early in our visit, we became aware of the school's motto, 'Where Education is Pleasant, Polite, and Productive.' Although our initial response to this motto was skeptical, there was considerable evidence that this motto in fact stated the school's goals succinctly, and was manifest in many ways in the behavior of students and staff."(2)

It is notorious that statements of high principle do not always translate themselves into desirable conduct. It is even more evident that, without such statements, it is unlikely that undirected young people (or even adult teachers) will spontaneously will regularly take the trouble to engage in good conduct. In other words, well-presented statements of high principle do not insure the practice of virtue—but, without them, even less will probably happen.

●At least one of the winning schools had two elaborate albums, comprised of photographs, newspaper articles and other memorabilia about the school and its activities. The albums were shown to visitors and other persons interested in the school's history. Undoubtedly, many of the pupils and staff now in the school recognized that some of their achievements were being included in the album, and that they, too, were capable of participating in making history. Such systems of remembrance can give a special thrust to planning and carrying out contemporary activities—which now have the capability of being "historic."(11)

WINNING SCHOOLS USED A VARIETY OF MEANS TO STRESS ACADEMIC LEARNING

The schools stressed academic learning because that is one important purpose of schools. Furthermore, even speaking from a character perspective, it is deleterious to pupils' character to have them enrolled in a school where character development is viewed as antithetical to academic learning: Both these educational goals are mutually supporting.

●The winning high schools typically had programs designed for students of varying abilities, and frankly recognized these different levels of pupil ability and interest (18):

Properly used, level placement is one way of helping students reach their highest potential by providing the appropriate level of academic difficulty and challenge in selected subjects. Level placement provides a context for learning in which students can achieve a high level of success without being "tracked" in an unchangeable manner. In fact, some students take courses at more than one level. Before level placements are made, the following factors are taken into account: teacher and advisor/counselor recommendations, standardized test scores, previous academic performance, parent consultation and student interest.

●The winning schools gave appropriate emphasis to pupil homework. One Chicago public school school observed that its homework policy was guided by a statement issued by its district superintendent. That statement

provided (10):

> Homework should be assigned daily.
>
> a. At the primary level the students should be expected to spend at least twenty minutes, but not more than forty minutes, on assignments.
>
> b. At the intermediate level the student should be expected to spend at least forty-five minutes, but not more than ninety minutes, on assignments.
>
> c. At the upper level students should be expected to spend at least ninety minutes, but not more than two hours, on assignments.
>
> d. At the high school level at least two hours, but not more than three hours, should be spent on homework.

•The school deals with a student population distracted from learning by many community factors. The site visitor observed that (13):

> the principal has required the teachers to provide pupils, each week, with a handout outlining the week's assignments and homework. This creates definite pressure on the students to achieve. The student failure rate is still extremely high: forty to fifty percent at the first marking period; thirty percent at the end of the freshman year; and about six percent by the end of the senior year. The principal intends to publicize test scores among the faculty through graphic means, instead of statistical tables, to emphasize the need for the staff and students to concentrate on improving reading, math, and other basic skills. Goals for the school are now turning from establishing good attendance and good discipline, problems which have been solved, to good student achievement.

The preceding item touches on an issue which is as much philosophical as operational. To make academic learning an appropriate priority, the principal is "putting pressure" on both faculty and students—and also providing them with whatever supports are possible.

As a result, some students are finding out that they can do and learn more than they had expected—and this is one reason for the decline in the failure rate the visitor described. Other students, undoubtedly, are deciding that school is too hard and unrewarding, and dropping out. And some readers must recall that the apparently high rate of school dropouts is an important issue in Chicago. While the issue of dropouts should excite attention, we should recognize that American public high schools keep more, and higher proportions of young persons, enrolled in academic programs than any other school system in the world. All other systems either (a) do not keep all young persons enrolled as long, or (b) encourage more of them to move into more vocationally oriented programs.

One might say that the American education system is designed on premises which make fairly high rates of dropping out inevitable, especially among pupils from non-academic backgounds. Schools which deal with such "at risk" pupils essentially have three theoretic options: Provide all students with very high levels of resource and incentives, and possibly get them all through; maintain very low levels of demand, and let all pupils at least be certified for passing their time in school; or establish serious academic standards, and accept the fact that some pupils will find this frustrating, and seek out-of-school options—hopefully, in appropriate work environments.

The first alternative is highly theoretical: We will not—and perhaps should not—spend five times as much on "at risk" pupils as on regular pupils. The second alternative has been tried in the recent past, and "we" have decided that encouraging pupils to just pass time in school and still receive degrees is not a good idea. The school described above has accepted the "hard" choice: We will work as closely as possible with pupils who want to try, but we cannot be responsible for passing pupils who just want to put in time in school.

•Schools often clearly communicated to parents what pupils were being taught. Such communication enables parents to ask appropriate questions of their children, and thus reinforce their in-school learning. An extract from a school newsletter to parents shows some of the information transmitted by one school (9):

> Room 200 - Mrs. Willens - Grade 8
>
> Room 200 is studying ways of measuring energy in food to determine the amount of heat produced when food is burned. This heat energy is measured in units called calories. A calorie is defined as the amount of heat needed to raise the temperature of 1 gram of water one degree celsius. In a class experiment we transferred the heat from a burning peanut to a flask containing 10 grams of water. The water temperature rose 3 degrees celsius. How many calories were absorbed by the water? Multiply 10 x 3 = 30 calories. Now see if you can calculate the number of calories required to cause the temperature change in the following:
>
> 1. The temperature of 5 g of water raised 4 degrees celsius.
> 2. The temperature of 12 ml of water raised 3 degrees celsius.
> 3. The temperature of 24 ml of water raised 2 degrees celsius.
>
> Answers: 1. 5 x 4 = 20. 2. 12 x 3 = 36. 3. 25 x 2 = 50.

Room 201 - Mrs. Wojcinski - Grade 6-7

To appreciate the social development of man, the sixth and seventh graders of Room 201 are making a cooperative time line beginning from the first civilizations of Mesopotamia (about 4,000 B.C.) to the journeys of Ibn-Batuta in 1325 A.D.

Each child is selecting a data which has significance for him and is making an illustration. Below each illustration is a card which gives the date and information appropriate for that period. We hope to continue our time line as our study of civilization continues.

●Principals realized that they often do not have the time to closely observe teaching patterns in every classroom. One technique often used to bypass this problem was to examine students, and students' work, in a variety of ways. Here is one example from a principal's beginning of the year bulletin to teachers (8):

September 18, 1984

Sets of Graded and Teacher Corrected Practical, Fundamental Creative Student Writings
Kindergarten - Grade Eight

Date Due in Office: Type of Writings
October 19, 1984: Friendly Letter (Invitation to Open House)
November 16, 1984: 2nd Required Book Report
December 14, 1984: Original Composition and Corrected Composition
January 18, 1985: Original Composition and Corrected Compositon
February 15, 1985: Grades Kdg. - 2, Poetry; Grades 3-8, Content Subject-Essay Answers
March 15, 1985: Original Composition
April 26, 1985: Original and Corrected Composition
May 24, 1985: Report
June 14, 1985: Friendly Letter to Principal

All teachers, K-8, must teach reading and all phases of writing. All papers must be concerned with structure, grammar, usage, punctuation, capitalization, etc. Thus, all teachers are expected to turn in monthly sets of papers. In some cases, the type of writing set turned in to the office may differ from that listed above. Since we all teach careers and health and safety, these subjects do lend to all three types of writings. Periodically sets of papers in addition to those listed will be requested such as *Math Word Problems, which should be a daily activity in all Arithmetic classes.*

All students must be accounted for in each room set! *All teachers* must turn in a set of papers. Include names of students who do not have a paper in one room set and a reason.

●Many schools encouraged pupils to enter a variety of interschool contests. One school included the following information in a newsletter to parents at the beginning of the school year (10):

Our students will be entering the following interscholastic contests:
Penmanship - October 25
Mathcounts - January 24
Science Fair - February 28
Spelling Bee - March 14
Prepared Speech - April 17
Extemporaneous Speech - April 18
Poetry - May 1
Prose - May 2
Art Fair - May 23

WINNING SCHOOLS STRESSED MAINTAINING SUPPORTIVE RELATIONSHIPS

The isolation which is often part of classroom teaching requires administrators to deliberately work at maintaining supportive relations among faculty. Furthermore, pupils over time develop relationships with all adults in a school: They have different teachers over the years, and oftentimes several different teachers each day; and pupils naturally also relate to lunchroom aides, clerks, and other adults around the school. Finally, pupils necessarily, for better or worse, will have innumerable contacts with each other. Well managed schools organize themselves so that these many relationships are constructive and supportive.

●This high school recognized that many freshmen feel isolated and unsure in their new, large environment. One administrator investigated several constructive possibilities to help moderate this problem, and eventually settled on the program the school called "I Can." It includes a set of motivational materials designed to stimulate constructive initiative in pupils. The program is presented to all freshmen for about ten hours as part of the school's physical education classes. The first year the program was experimental for a small number of students; the second year it was expanded to cover all students. The school has recognized that, despite the program's beneficial effect, ten hours is a short period of time, and it is considering expanding the program for presentation in an adapted form for upper level students.(6)

●From a site visitor's report: "I met with the principal for about an hour; then I toured the building on my own. Every classroom teacher welcomed me and explained what the class was currently doing. I was also asked to have a seat and visit. I must state here that none of the staff knew I was coming. It is obvious that the teachers were used to having visitors and that they did not see such visitors as a threat."(12)

•From a site visitor's report: "One class was working on pronouns, and a student obviously did not understand the subject. Instead of ridiculing him, all of the students, one at a time, sympathetically, undertook to help him. Instead of being a fool, the youngster was made a hero when he finally grasped the pronoun concept." Undoubtedly, the school's emphasis on helpful conduct—via slogans, reiteration, modelling—was partly responsible for the effect described.(16)

•Many schools made an effort to treat all adults working in the school as part of the school family. One school (which called all persons connected with the school "winners") included the following anecdote in its newsletter (11):

> Winners Solve Problems
>
> Thanks to our engineer, Mr. Don Benedict, and to Mr. Dennis Henry, the Reilly staff is assured of a place to park on snowy days. Our good neighbors will not be inconvenienced by the new plan; in fact, it will help to reduce the street parking.
>
> Everyone who has a car to park, paid a fee that was put into a Snow Removal Service Fund at a neighborhood bank. When it snows and our Snow Removal Service cleans up the parking area, we pay this local company a service fee and are able to drive in and out without any problems.
>
> Thanks again to Mr. Benedict and Mr. Henry for helping to solve the parking problem.

•Sometimes maintaining good human relations meant that staff members who did not support the basic policies of the school were required to pursue other employment. The following is from the narrative information submitted by one school (14):

> Because problems like the ones we were dealing with are never unilateral, we also looked at the the ways the faculty and administrators might improve. There was no Faculty Handbook, and the teachers were fairly independent. This led to a sense of isolation among some and a defensive protection of "turf" (usually the classroom) among others. Over the year, a Faculty Handbook was compiled. We used faculty meetings and several drafts to achieve this Handbook. A number of faculty who disagreed with the direction in which the school was beginning to move did not return the following year. Those who replaced them were able to "buy into" the philosophy underlying the Student/Parent Handbook and the Faculty Handbook.

•One high school was concerned about the possibility of student drug problems developing. Instead of ignoring the issue, after some exploration, they determined to develop a program of peer counseling where older pupils, after training, were assigned to counsel younger ones. The whole program was monitored by selected and trained teachers and counselors. While it involved certain staff costs, the school estimated that those costs were no greater than those generated by dedicating faculty time to conducting drug education and counseling via more traditional approaches. Both the students counseled, and the counselors have received many benefits from participation in the program. The manual for student counselors is forty-five pages in length, and is explained to them during a several day training session before the beginning of the school term. Another manual explains the responsibilities of the adults involved in the program.(5)

•From a report by a site visitor: "Each class has developed its own particular character development project for the year. It must stress the positive, and aim at something measurable. In one class, student partners had to make a daily report about one good thing about each other."(9)

•Excerpts from a principal's bulletin to faculty (17):

> *Homecoming Week* - Please be a little extra patient. The young ladies need outlets like this. Their creativity, working together and planning are not only fun but educational experiences. Your interest in their activities will help them to be more interested in yours—teaching—hopefully!! However, school still goes on all week—rules still hold—students should be on time. But be sensitive to a rare exception.
>
> *Thank You* to Dolores Khula, Maureen McCarthy, Beth Wren and Sister Jeannine for all the extra work and dedication in putting on the Foreign Language Festival. Your students seemed proud of hosting the day.
>
> *Coming Events*
>
> Friday, October 12: Wake and funeral service for Craig, Flowers at Rhodes Funeral Home, 1018 W. 79th St., 7:30-9:00 PM
>
> Saturday, November 17: Bro. Mike's Jubilee Celebration
>
> Tuesday, November 20: Sister Mary Urban's birthday
>
> Monday, November 26: Claudia Jones's birthday

•Caring and commitment means going beyond clock-watching. From a site visitor's report: We would like to emphasize that teachers are not rewarded either financially or in time-compensation for their many supportive activities. Teachers give well in excess of the number of hours listed on the *For Character* assessment forms.(4)

WINNING SCHOOLS REACHED OUT TO INVOLVE OUTSIDERS

The winning schools recognized that schools can make the mistake of being excessively isolated from the outside world. Furthermore, they realized that not all things in the ouside world were appropriate for absorption by the school. Thus, they reached out on a selective basis, to enrich the resources of the school and better prepare their students for life away from school.

●One school circulated the following notice among parents and community members. As a result, it maintained an active program of parent and community involvement (11):

Reilly School

3650 W.School Street
Chicago,Illinois 60618

Telephone 588-4447

Pssst.....Mothers...Grandmothers ...Interested Community Members

Here's your chance to help make this school the best in the district and the city.

Reilly Elementary School needs volunteers to help with activities such as

.... helping remedial readers
.... playing learning games with individuals or small groups
.... helping with paper work
.... helping children with language problems
.... helping with telephoning.

You can volunteer half days, one or two days a week or for one or two hours at a time.

Teachers will be there to tell you what to do and how to do it as well as answer any questions. It's an easy and rewarding job. If you are interested, please complete the portion below and return it to your principal. If additional information is needed, please feel free to contact the principal, Mrs. Rosemary Culverwell at 588-4447.

THANKS FOR YOUR COOPERATION AND CONSIDERATION

Rosemary Culverwell
Principal

I am interested in serving as a Reilly School Volunteer.

NAME_____

ADDRESS_____

TELEPHONE_____

I will be available (days)_____(time)_____

I am interested in volunteering for (Please Check)

Tutoring in reading_____ Tutoring in math_____

Working in the Library _____ Assisting in the Office_____

I will be available to start on_____

Signature_____

●Many schools solicited parent support and involvement for enforcing their policies. One common approach was to ask parents to sign various types of commitment forms (3):

Dear Parents or Guardians,

We need your help and support. We think it is important that each student understands his/her rights and responsibilities toward school.

We will do our part by informing each student of the rights and responsibilities of the school and classroom. However, in order to find success in school, those in the home and school have an obligation to work together for the student.

We are asking your help and support by reading the student rights and responsibilities listed with your son or daughter, discussing then thoroughly, and returning this sheet, signed by both parent and child/children.

The Principal and Staff of Winkelman School

[The letter ended with the separate signatures of the thirty-six faculty members.]

I have read the rules and responsibilities and discussed them with my son/daughter.

_____ _____

Parent's Signature Student's Signature

●From a site visitor's report: A number of helping and out-reach activities are ongoing that support the formal programs. These include opportunities for students to carry out school-related responsibilities such as helping in the office, serving as safety patrols, and assisting in lunchroom cleanup. Parental support is evident in several ways including purchasing of several of the mementos and prizes awarded students, and assisting in roller skating parties. Teachers are creative: One teacher, for instance, has developed a "grandteacher" relationship with a retired teacher in Colorado, a relationship that has continued for six years. The students in each successive class have exchanged many letters with the grandteacher. The relationship will be given a reality when the grandteacher will visit the school and community later this month at her own expense. Student achievement in endeavors outside of school is routinely recognized, and students have supported fund-raising for repair of the Statue of Liberty.(2)

●The school provided parents with the checklist on page 12, which emphasizes the many ways that parents can help their child's learning (19):

CONCLUSION

Among some educators and laypersons, there is a disposition to treat the management and evaluation of schools in an almost metaphysical fashion: Some schools are better than others, but the factors which make that "betterness" cannot be objectively identified. The whole matter depends on the elan of the principal and his staff.

We disagree with this proposition. It is surely true that traits such as tact, a sense of humor and determination can help administrators and teachers make their schools better. And it is sometimes difficult to artfully describe those traits. But our dominant conclusion is that even people with precious traits must follow certain specific patterns if they want to run good schools. They must have pupils do certain things. The adults must be well-informed about what is going on. Certain forms of pupil learning and conduct must be identified and recognized, and other forms must be described and prohibited. Pupils must do homework, and it must be promptly collected, evaluated, and returned to pupils. Parents must be encouraged to frequently visit the school, and must accept such invitations. Unless these specific practices happen, supposedly precious and unique personal traits of faculty members can have little good effect on pupil learning.

BEST COPY AVAILABLE

DAILY CHECKLIST FOR PARENTS	MON	TUES	WED	THURS	FRI
1. Child has washed body.					
2. Child has brushed teeth.					
3. Child has brushed hair.					
4. Child has on clean clothes.					
5. Child has all books.					
6. Child has completed all homework assignments.					
7. Child has pencil.					
8. Child has paper.					
9. Child has had breakfast.					
10. Child has lunch.					
11. I have double checked to see if child has any notes.					
12. I have signed any notes or pages that need to be signed.					
13. I have given child any money he she may need for trips, books, camp, pictures, etc.					
14. I have talked to my child today.					
15. I have told my child something I think he she should know today.					
16. I have read to my child today (ages 6-8).					
17. I have listened to my child read today (ages 7-10).					
18. I have had my child read something I have read.					
19. We played a game together.					
20. We ate a meal together.					
21. I have followed up on my punishments today.					
22. I have assigned & followed up on one job today.					
23. We have laughed together about something today.					
24. I have done one nice thing for my child today.					
25. Child watched less than two hours of television.					

But a novel converse to this analysis may be of interest. Our site visitors' written reports are replete with reference to the energy, good humor, imagination and firmness displayed by the principals (and other staff members) of the awarded schools. The awards program, in effect, has not ignored the vital element of personal style in school management. However, it has approached it by indirection. And, as a result, probably more efficiently.

It has articulated objective criteria associated with schools which are well-run. It has then found schools which meet the criteria. As a result, it has incidentally discovered that the persons managing such schools, and oftentimes their staffs, are typically noteworthy and effective people. But our information pool does not enable us to determine whether all apparently energetic and attractive educators run good schools. That is a question which must be left to other researchers. All we can say with certainty, based on our experience, is that good schools can be identified without entering into the arduous and debatable process of personality assessment.

NON-CHICAGO PUBLIC ELEMENTARY SCHOOL [illegible]-ASSESSMENT FORM

I INTERACTION AMONG STAFF, STUDENTS AND PARENTS

The following questions relate to the nature of the human environment in and around the school. The word "staff member" includes all certified or certifiable personnel.

1 PLEASE ESTIMATE THE AVERAGE NUMBER OF HOURS PER YEAR A TYPICAL STAFF MEMBER SPENDS IN SCHEDULED MEETINGS AND CONFERENCES WITH PARENTS, INCLUDING REPORT CARD TIME _____

2 PLEASE ESTIMATE THE PERCENTAGE OF STAFF MEMBERS WHO SPEND ONE OR MORE HOURS PER MONTH IN OUT-OF-CLASS CONTACTS WITH STUDENTS (IN CLUBS, CHAPERONING DANCES, GOING TO SPORTING EVENTS, ETC.) _____

3 PLEASE ESTIMATE THE NUMBER HOURS PER YEAR A TYPICAL STAFF MEMBER SPENDS IN SCHEDULED STAFF MEETINGS (INCLUDING IN-SERVICES), CONDUCTED FOR ALL OR PART OF THE STAFF _____

4 PLEASE ESTIMATE THE NUMBER OF HOURS PER YEAR A TYPICAL STAFF MEMBER SPENDS INFORMALLY WITH OTHER FACULTY (LUNCH, PARTIES, CAR POOL). IF ESTIMATE IS TOO DIFFICULT, LEAVE BLANK _____

5 PLEASE ESTIMATE THE AVERAGE NUMBER OF PARENT CONTACTS PER WEEK A TYPICAL STAFF MEMBER HAS, APART FROM SCHEDULED APPOINTMENTS (E.G. OVER THE PHONE, FACE-TO-FACE, OR VIA NOTE) _____

6 DOES YOUR SCHOOL HAVE A STUDENT COUNCIL (For all questions which invite a "yes/no" answer, you may use "Y" for "Yes", "N" for "No", and "DNK" for "Do not know")? _____

7 WHAT AGE/GRADES PARTICIPATE IN THE STUDENT COUNCIL? _____

8 PLEASE ESTIMATE THE HOURS PER YEAR A TYPICAL COUNCIL MEMBER SPENDS ON COUNCIL ACTIVITIES _____

9 PLEASE ESTIMATE THE PERCENTAGE OF YOUR PUPILS WHO PARTICIPATE IN STUDENT COUNCIL DURING A YEAR _____

10 PLEASE ESTIMATE WHAT PERCENTAGE OF THE PUPILS WILL ROUTINELY HELP KEEP HALLS, PLAYGROUND, AND CLASSROOMS TIDY, WITHOUT ADULT SUPERVISION _____

11 PLEASE ESTIMATE HOW MANY ASSEMBLIES OR OTHER CEREMONIES OR ACTIVITIES (E.G. VIEWING ATHLETIC COMPETITIONS) FOR THE WHOLE SCHOOL, OR GROUPS OF CLASSES A PUPIL WILL ATTEND IN A TYPICAL MONTH? _____

12 PLEASE ESTIMATE THE PERCENT OF PUPILS IN CLASSES WHERE THE "PLEDGE OF ALLEGIANCE" IS EFFECTIVELY SAID DAILY (E.G. TEACHER AND PUPILS STAND, PLACE HAND ON HEART, AND RECITE THE PLEDGE WITH SOME SERIOUSNESS) _____

13 PLEASE ESTIMATE IN DOLLARS THE AMOUNT OF FUNDS, GOODS AND SERVICES DONATED ANNUALLY TO THE SCHOOL BY LOCAL PERSONS (NOT PARENTS) AND BUSINESS ORGANIZATIONS (THIS REPLY WILL BE WEIGHTED TO ALLOW FOR SCHOOL SIZE) _____

II DEVELOPMENT OF GOOD CHARACTER

Good character, or good citizenship, consists not so much of having right or profound ideas, but of doing "right" things--engaging in conduct immediately helpful to others. Such conduct is comprised of acts, such as being a math team member, serving as an aid, or monitor, participating in sports on a good team member, cleaning up a classroom, engaging in tutoring, helping in fundraising, or providing entertainment for a school or class. Our emphasis is on conduct, not just attitude. The good citizen is not only an observer and a critic, or even just a voter, but also one who pitches in on a day-to-day basis to make the school or community work.

Student good character is enhanced by a code of conduct which not only prohibits doing wrong things, but by policies which encourages students to actively do things which immediately help others. Such positive behavior is fostered by policies, in classrooms and throughout the school, which (a) invite or require students to often practice helping conduct, (b) praise and reward students (in a variety of ways) for such conduct, (c) surround students with appropriate role models--either other students or adults--who engage in such conduct, and (d) present students with a curriculum which identifies and praises persons who have displayed helping conduct.

We can learn about a school's systems for developing student character by seeing how many students are involved in positive conduct, how much time they put in, the kinds of activities, the forms of recognition given for such activities, and the frequency of such recognition.

From this list of various activities which are conducted at many elementary schools, please estimate what percentage of pupils take part in these activities in a typical month at your school.

1 _____ % ACADEMIC TEAM COMPETITIONS (E.G. MATH OR SPELLING BEES)
2 _____ % BAND OR CHOIR
3 _____ % CHEERLEADING
4 _____ % CLASS CLEAN-UP
5 _____ % CLASS MONITORS, MESSENGERS, HALL GUARDS OR OFFICE ASSISTANTS
6 _____ % COMMUNITY SERVICE
7 _____ % CROSSING GUARDS, PATROL DUTY
8 _____ % DRAMATIC PRESENTATIONS
9 _____ % FUNDRAISING IN SCHOOL FOR SCHOOL-CENTERED CONCERNS (BAKE SALES, ETC.)
10 _____ % FUNDRAISING OUTSIDE SCHOOL (WALKATHONS, SELLING CHANCES, ETC.)
11 _____ % INTERSCHOLASTIC SPORTS
12 _____ % INTRAMURAL SPORTS
13 _____ % SCHOOL NEWSPAPER
14 _____ % PROVIDING DELIBERATE HELP TO LOWER ACHIEVING OR SPECIAL ED. PUPILS (E.G. PEER TUTORING)
15 _____ % WELL-ORGANIZED ACADEMIC GROUP PROJECTS
16 _____ % CLUBS OR OTHER EXTRA-CURRICULAR ACTIVITIES NOT MENTIONED ELSEWHERE
17 _____ % OTHER, PLEASE LIST _____

Below is a list of symbolic forms of recognition which may be awarded pupils in recognition of positive conduct. Please indicate how often the following awards are given to individual pupils.

	NEVER	OCCASIONALLY			FREQUENTLY
18 ATHLETIC OR SPORTSMANSHIP AWARDS	1	2	3	4	5
19 CERTIFICATES	1	2	3	4	5
20 MENTION IN SCHOOL PAPER	1	2	3	4	5
21 MENTION OVER P.A.	1	2	3	4	5
22 MENTION IN REPORT CARD	1	2	3	4	5
23 NOTE HOME TO PARENTS	1	2	3	4	5
24 PEP RALLY	1	2	3	4	5
25 HAPPY FACE, GOLD STAR, ETC	1	2	3	4	5
26 POSTING NAME OR PHOTO	1	2	3	4	5
27 OTHER, PLEASE LIST _____	1	2	3	4	5

For the same list of symbolic forms of recognition, please indicate how often each is awarded to groups of students at your school.

	NEVER	OCCASIONALLY			FREQUENTLY
28 ATHLETIC OR SPORTSMANSHIP AWARDS	1	2	3	4	5
29 CERTIFICATES	1	2	3	4	5
30 MENTION IN SCHOOL PAPER	1	2	3	4	5
31 MENTION OVER P.A.	1	2	3	4	5
32 MENTION IN REPORT CARD	1	2	3	4	5
33 NOTE HOME TO PARENTS	1	2	3	4	5
34 PEP RALLY	1	2	3	4	5
35 HAPPY FACE, GOLD STAR, ETC	1	2	3	4	5
36 POSTING NAME OR PHOTO	1	2	3	4	5
37 OTHER, PLEASE LIST _____	1	2	3	4	5

III ACADEMIC INVOLVEMENT

These questions assume that academic learning is related to demands being made on pupils, and teachers receiving support and supervision, and being interested in their work.

1 DOES YOUR SCHOOL HAVE A WRITTEN POLICY OF NOT ADVANCING PUPILS WHO ARE REGULARLY NOT PERFORMING AT OR ABOVE GRADE LEVEL? _____

2 PLEASE ESTIMATE HOW OFTEN WALL SPACE COVERINGS (CHARTS, DISPLAYS OF PUPIL WORK, NOTICES, MATERIALS ON BULLETIN BOARDS) ARE CHANGED IN A TYPICAL CLASSROOM. _____

3 PLEASE ESTIMATE ABOUT HOW MANY HOURS OF HOMEWORK A TYPICAL 6TH GRADE PUPIL RECEIVES PER NIGHT _____

4 IF THE AVERAGE EXCEEDS 1/2 HOUR, WHAT PERCENTAGE OF PUPILS USUALLY COMPLETE ALL THEIR DAILY ASSIGNMENTS? _____

5 IS THERE AN HONOR ROLL FOR ACADEMIC PERFORMANCE WHICH IS CONSPICUOUSLY DISPLAYED, CHANGED MORE THAN ONCE A YEAR, HAS CLEARLY STATED CRITERIA OF ELIGIBILITY, AND WHICH TYPICALLY LISTS BETWEEN 5 AND 25% OF THE PUPILS? _____

6 IS THERE AN HONOR ROLL FOR EFFORT, WHICH IS SEPARATED FROM THE ACADEMIC HONOR ROLL, CONSPICUOUSLY DISPLAYED, CHANGED MORE THAN ONCE A YEAR, AND HAS RELATIVELY CLEAR CRITERIA FOR ELIGIBILITY? _____

7 PLEASE ESTIMATE ABOUT HOW MANY TIMES PER YEAR DOES THE PRINCIPAL OR OTHER ADMINISTRATOR MEETS WITH THE TYPICAL TENURED TEACHER ON A ONE-TO-ONE BASIS TO DISCUSS THEIR TEACHING, EITHER FORMALLY OR INFORMALLY _____

8 PLEASE ESTIMATE ABOUT HOW MANY TIMES PER YEAR OTHER PROFESSIONALS (TEACHERS, ADMINISTRATORS) ENTER THE TYPICAL TENURED TEACHER'S CLASSROOM WHILE CLASS IS IN SESSION _____

9 ARE LESSON PLANS COLLECTED AND REVIEWED ON A ROUTINE BASIS WITH WRITTEN COMMENTS SENT BACK ON OCCASION? _____

10 IS THERE A TEACHER'S HANDBOOK OR EQUIVALENT DOCUMENT WHICH IS THOROUGH, UP-TO-DATE AND DISTRIBUTED TO ALL TEACHERS? _____

11 PLEASE ESTIMATE THE PERCENTAGE OF TEACHERS WHO ARE STRONGLY DEDICATED TO STIMULATING STUDENTS TO ATTAIN THEIR MAXIMUM POTENTIAL _____

IV. CODE OF DISCIPLINE

Preventing pupil misbehavior is one part of fostering student character development. Codes of conduct which prohibit typically foreseeable violations, are widely disseminated, and apply appropriate sanctions against misconduct are crucial to preventing undesirable conduct. However, motivating pupils to act positively is equally important.

1 IS THERE A WRITTEN CODE OF CONDUCT AT YOUR SCHOOL WHICH SPECIFIES UNDESIRABLE CONDUCT? _____

2 IS THERE AN EFFECTIVE PROCEDURE TO INSURE THAT COPIES OF THE CODE ARE ANNUALLY PUT INTO THE HANDS OF AT LEAST 90% OF THE PARENTS (E.G. PARENT SIGNS A RECEIPT)? _____

3 DO PROMPT, SIMPLE, UNPLEASANT CONSEQUENCES ROUTINELY RESULT FROM MODERATE VIOLATIONS OF THE CONDUCT RULES? _____

4 PLEASE ESTIMATE THE PERCENTAGE OF PUPILS WHO OBSERVE THE CODE OF CONDUCT ALMOST ALL OF THE TIME _____

5 DOES THE CODE SPECIFICALLY PROHIBIT RUDENESS OR ABUSIVE AND FOUL LANGUAGE (A) AMONG STUDENTS _____ AND (B) TOWARD ANY ADULT IN THE SCHOOL? _____

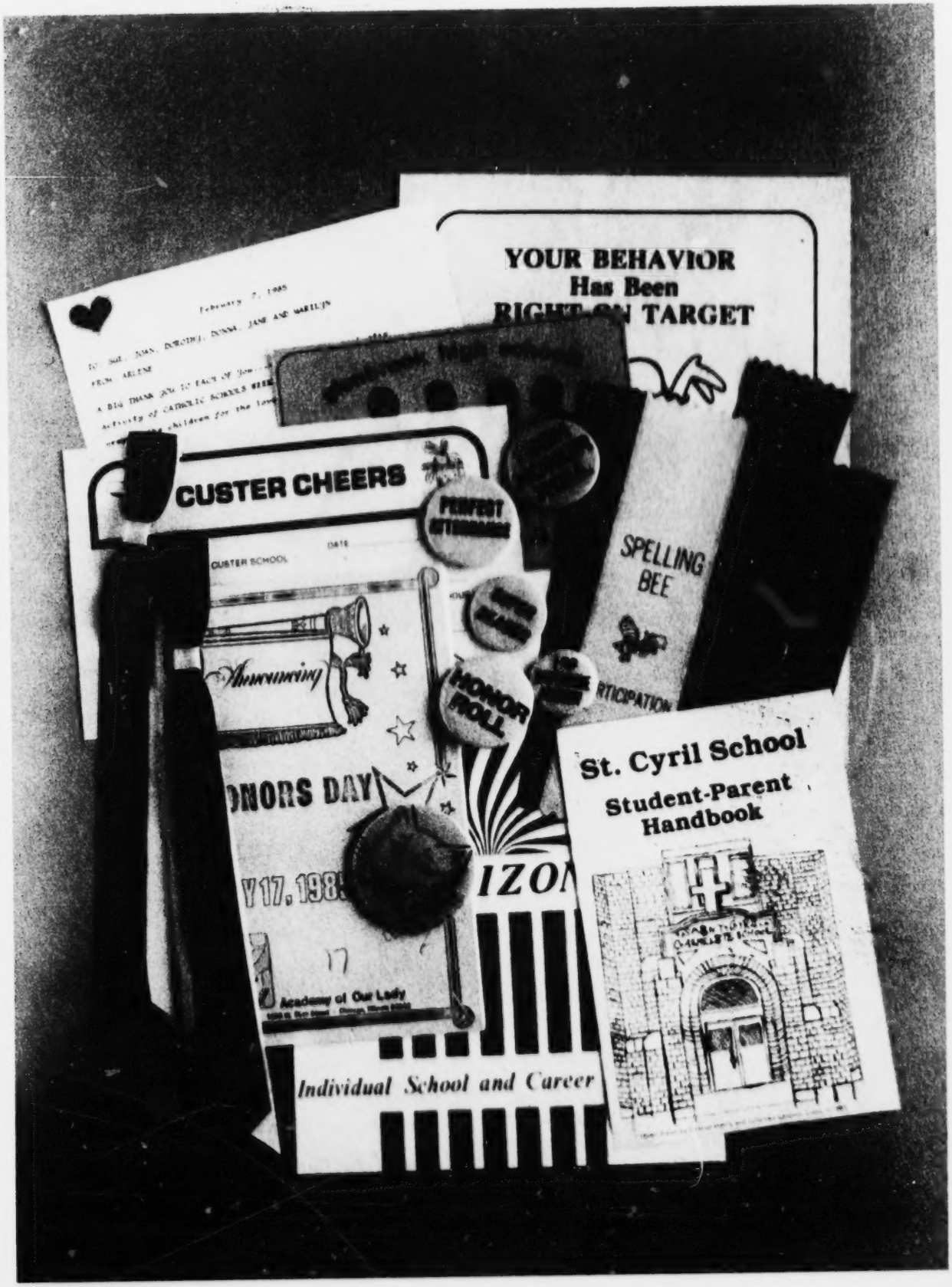
6 IS CHEATING CLEARLY DEFINED IN THE CODE OF CONDUCT? _____

VI STATEMENT (OPTIONAL)

In a page or less please list and describe what you believe to be the two or three main achievements of your school in the areas of student character development and/or academic excellence (attach a sheet of paper, if necessary)

BEST COPY AVAILABLE

One of the six variations of the self-assessment form used by the program. The other variations are: non-Chicago public high and intermediate; Chicago public elementary; Chicago public high and intermediate; private elementary; and private high.


YOUR BEHAVIOR
Has Been
TARGET
CUSTER CHEERS
PERFECT ATTENDANCE
CUSTER SCHOOL
SPELLING BEE
HONOR ROLL
St. Cyril School
Student-Parent Handbook
Academy of Our Lady
Individual School and Career